

Appendix D

Maine Department of Education

Literacy Initiatives

Center for Inquiry on Literacy

The Center for Inquiry on Literacy provides a vehicle for sustained and reflective examination of literacy practices in Maine.

Work of the Center includes:

- Collaborative support to public elementary schools around literacy issues
- Inventory of early literacy practices
- Provision of professional development around literacy
- Updates on current research and innovations in literacy
- Review of legislation related to literacy practices
- Support for drafting of Early Literacy standards consistent with the achievement of the *Learning Results*
- Assistance with implementing a strategic integrated communications plan to promote literacy practices

Contact: Jaci Holmes, Early Childhood Consultant, 1-207- 287-3272

Improving America's Schools Act (IASA)

IASA extends for five years the authorizations of appropriations of the programs of the Elementary and Secondary Act of 1965 and includes the following titles related to literacy whose purposes are listed below.

Title I – Helping Disadvantaged Children Meet High Standards – is the largest federal aid program for our nation's schools, bringing over \$25 million to Maine annually. The goal of the program is a high-quality education for every child, providing extra help to students who need it most. These are children who are furthest from meeting the *Learning Results*. Title I resources are directed to schools with high poverty levels. State funds supplement Title IA support to low-achieving first-grade children to help them become independent readers through the Reading Recovery program.

Title IV – Innovative Education – assists local educational reform efforts which are consistent with and support statewide reform efforts under Goals 2000. In Maine, the bulk of the funds is used for staff



development projects, computer software and hardware purchases, support of school libraries, and classroom projects to support the National Educational Goals. Courses for Literacy Teams (i.e., Observing Young Learners, Bridges to Learning), assessment use training (DRA), and web site and list serve addresses on early literacy are examples of related projects these funds support. Funds are also used to support the Reading Success Network (training peer, literacy coaches) and the Literacy Collaborative, a classroom-based program designed to integrate literacy achievement, and provide in-house professional development and coaching around literacy practices.

Contact: Kathy Manning, IASA Consultant, 287-5306

Family Literacy

Even Start

Maine Family Literacy Initiative

The purpose of the adult and community education programs is to provide access and quality educational programs for Maine citizens to acquire knowledge and skills necessary to function effectively as a family member, a worker, and a citizen.

Goals of these programs are:

- To increase the number of Maine adults who learn to read.
- To identify, recruit, and serve families most in need of family literacy services.
- To provide high quality instructional programs that promote adult literacy, empower parents to support the educational growth of their children and provide developmentally appropriate early childhood education services that prepare children for success in regular school programs.
- To coordinate family literacy services with existing community resources.

Contact: Becky Dyer, MDOE, 287-5854

Maine Family Literacy Task Force

This task force, comprised of members representing organizations involved in family literacy initiatives across the State, works toward developing a vision for family literacy in Maine. Members help identify barriers to accessing support and literacy services, and share their organization's perspectives on literacy and how its impact affect clients, employees and outcomes. Members also advocate for policy changes and funding based on the results of needs assessments.

Contact: Karen Heck, 207-861-8131 or klh@mint.net

The Task Force on Early Care and Education

In existence since 1997, this task force has researched and recommended legislation relating to strategies which support parents as children's first teachers. Examples of the task force's work to date include monitoring development of home visiting services for parents with children from 0-5 years of age and of parenting education courses in public school curricula, review of early childhood education and parent support programs in other states, and investigation of funding sources.

Contact: Peter Walsh, 287-1903

Goals 2000

The program provides federal funds to states on a per pupil basis to support state education reform plans. Ninety percent (90%) of the funds go directly to Maine school districts in peer reviewed, competitive grants. In Maine, Goals 2000 district grants support local implementation of the state's *Learning Results*, based on the district's self-assessment of their needs.

Strategies:

1. Develop and provide information, structures, processes, and materials necessary for local education agencies to implement the *Learning Results*.
Example: Maine Assessment Portfolio (MAP) Pilot. A professional development opportunity for K-12 teachers to learn how to utilize assessment portfolios as a means of promoting and assessing student achievement of the *Learning Results*.
2. Focus the Department's staff, policies, and operating procedures on implementation of the *Learning Results*.
3. Implement a statewide plan for pre-service and in-service professional development of educators to ensure that students achieve the *Learning Results*.

Contact: Heidi McGinley, MDOE, 287-5986



Maine Educational Assessment

The Maine Education Assessment (MEA) is a student academic assessment program. Students participate in the MEA at grades 4, 8 and 11 in the following content areas: Reading; Writing; Mathematics, Science; Social Studies; and Arts and Humanities. A Health Education assessment is administered at grades 4 and 8.

Goals of the MEA are:

- To assure high aspirations and high performance by all students.
- To develop and implement a comprehensive state/local assessment system aligned to track student achievement and school district progress in implementing the *Learning Results*.
- To develop a reliable and effective state/local communications system to analyze and exchange information about student achievement and school district progress in implementing the *Learning Results*.

Contact: Brud Maxcy, MDOE, 287-5996

Special Education

The goals of this program are to assure that all students, ages 5-20 in need of special education and supportive services are screened, evaluated, identified and provided the necessary special education and supportive services; and that parents of these students are integral partners in the delivery of special education and supportive services.

Contact: David Stockford, MDOE, 287-5950

Child Development Services System

The Child Development Services System is established for the purpose of maintaining a coordinated service delivery system for the provision of Childfind activities for children, from birth to under age 6, early intervention services for eligible children, from birth to under age 3, and free, appropriate and public education services for eligible children, from age 3 to under age 6, who have a disability.

Contact: Jaci Holmes, CDS Director, 287-3272

Literacy Initiatives Outside the Maine Department of Education

Born to Read

The Born to Read program strives to reach out to Maine families with the pleasure, wonder, and wisdom found in good books.

Program goals are:

- To give quality children's books to families and to model family literacy activities
- To partner with service providers working with families to ensure those in greatest need are reached
- To inform and train service providers and families at Born to Read workshops

Contact: The Maine Humanities Council at (207) 773-5051 or info@mainehumanities.org

Prescription to Read

This family literacy program is designed to enlist health care providers in the effort to promote reading in families to young children. Physicians write prescriptions for parents and/or caregivers to read to their children, and provide books at children's checkups.

Contact: The Maine Humanities Council at (207) 773-5051 or info@mainehumanities.org

New Books/New Readers

An extension of Born to Read, this program strives to promote reading and discussion of children's literature by adults in local libraries.

Contact: The Maine Humanities Council at (207) 773-5051 or info@mainehumanities.org

Project Story Boost

Literacy intervention for "at risk" kindergarten children who have had limited exposure to storybooks and who lack basic understandings about print. English as a Second Language (ESL) children are also included.

Program goals are:

- To read quality children's literature to children 3-4 times per week



- To engage children in book discussions and retelling activities
- To familiarize children with books, story language, and text structure
- To promote children's interest in books and stories

Contact: Dr. Margo Wood, Professor of Literacy Education, (207) 780-4544 or mwood@usm.maine.edu

Maine Reading Association

This organization provides professional development opportunities to Maine teachers and a collaborative forum for discussing literacy issues, in an effort to promote excellence and high standards in reading and writing education.

Association goals are:

- To connect literacy educators through a professional organization
- To provide information about current literacy theories, research, and best practice to literacy educators
- To engage literacy educators in dialogue about literacy issues
- To provide professional advice to state agencies and at legislative hearings

Contact: Lou Ann Mossler, (207) 923-3100

New England Reading Association

This organization provides professional development opportunities to New England teachers, a collaborative forum for discussing literacy issues, mini-grants for literacy research and innovative practices, and a literacy journal.

Association goals include:

- Connecting literacy education across New England
- Providing information about current literacy theories, research, and best practice to literacy educators
- Engaging educators in dialogue about literacy issues

Contact: Mary Richards, 1-800-287-0833, or Duane Small, P.O. Box 322, Moody, Maine 04054-0322

Maine Center for Educational Services

The Center offers consulting services, special projects, workshops, and conferences to help educators improve the quality of learning for Maine children by providing the necessary resources to master the process of growth, change, and renewal.

Contact: Mary Richards, 1-800-287-0833 or www.mainecenter.org

Parents as Teachers

This outreach program provides parent education to families with young children through home visits as well as support for parent involvement in schools.

Contact: Ellen McGuire at the Maine Parent Federation, (207) 582-2504

University Sponsored Programs

University of Maine (Orono)

The University of Maine offers Master's and Certificate of Advanced Study degrees in literacy as well as the opportunity for certification as a literacy specialist. Some literacy courses are also offered through the Graduate Outreach Program.

Contact: Rebecca Libby, (207) 581-2444 or Kay Hyatt, (207) 581-2761

University of Southern Maine (Gorham)

The University of Southern Maine's (USM) College of Education and Human Development offers Certificate, Master's, and Certificate of Advance Study programs in literacy education. These programs provide a thorough understanding of literacy development, process, and instruction and are designed for classroom teachers, literacy specialists, and other experienced educators whose primary responsibility is helping students to become competent language users. USM also offers Master's and Certificate of Advance Study degrees in English as a Second Language (ESL).

Contact: Admissions and Advising Office, 1-800-800-4USM, ext. 5306 or www.usm.maine.edu

Center for Early Literacy

An integral part of the College of Education and Human Development at the University of Maine at Orono, the Center for Early Literacy provides research, professional development, teaching materials and early intervention strategies to help schools meet the varying reading and writing needs and skills of K-2 children. It coordinates Reading Recovery program training and services in Maine, the Literacy Collaborative program, and it publishes the "Little Books for Early Readers" series.

Contact: Paula Moore, (207)581-2418



Maine Writing Project

The Maine Writing Project is part of the National Writing Project network of teacher leaders. These teachers are active in their own schools and at the national level. The purposes of the Maine Writing Project include identifying successful teachers and teacher leaders, identifying successful approaches to and uses of writing in all subject areas, involving and supporting successful teachers in their own writing, and making current research and practices available to teachers. More information and teacher nomination forms can be obtained using the contacts below.

Contact: Jeff Wilhelm, (207) 581-2746 (jeff.wilhelm@umit.maine.edu) or Suzy Kaback, (207) 827-8420 (suzanne.stroble@umit.maine.edu).

Maine Center for Adult Learning and Literacy, College of Education & Human Development, University of Maine

The Center for Adult Learning & Literacy (CALL) is the State Literacy Resource Center and staff development service provider for the Maine Adult Education System. The Center provides resources and professional development for 126 programs located in more than 200 communities in Maine. CALL also maintains a website at www.ume.maine.edu that contains online copies of The Maine Fertilizer (the newspaper for the Maine Adult Education System) as well as information on other topics such as Family Literacy, Research, and Technology.

Contact: Evelyn Beaulieu at the Maine Center for Adult Learning and Literacy, 5766 Shibles Hall, University of Maine, Orono, Maine 04469.

School Partnerships, Alliances and Networks

Achieve

Achieve is a statewide organization for Title I educators. This professional organization recognizes the need for unity and more involved communication as a way of addressing Title I issues throughout the state. Membership enables one to be part of an organization run by its members to improve instructional practices for students at-risk in the State of Maine. Any person who receives a portion of their wages from Title I monies is eligible for membership.

Contact: Roz Spear, (207) 626-2483 or Gayla Labreck, (207) 582-2214

Western Maine Partnership

The goal of this partnership is to build school cultures of collective inquiry, action, and learning, through such means as:

- Reflective Practice Groups
- Leadership Support Groups
- Teacher Leader Grant Network
- SEED Grants
- Consulting Schools
- On-site Assessment courses
- Support for new teachers
- TRIBES training
- Cross District Groups

Contact: Margaret Arbuckle, (207) 778-7191

Southern Maine Partnership

This partnership seeks to support the development of schools that fulfill the promise of public education to ensure all students equitable futures and choices beyond their K-12 schooling through such initiatives such as:

- The Electronic Marketplace
- Instructional Improvement through Inquiry and Collaboration
- Critical Friends Groups
- Learner Centered Accountability
- Collaborative Inquiry Summer Institutes
- School Quality Review Network

Contact: Lynne Miller, (207) 780-5498



Rural School Partnership

The Rural School Partnership strives to provide opportunities for collaborative inquiry among educators and to build capacity for educators to implement the *Learning Results* through:

- Reflective practice groups
- Study groups
- Dine and discuss events
- Book talks
- Assessment opportunities
- Learner Leader grants
- SEED grants
- Professional development for administrators

Casco Bay Alliance

The Casco Bay Alliance strives to promote teaching, learning, and assessment practices across school districts. Goals include aligning the *Learning Results* with district curriculum, instruction, and assessment practices through use of reflective practice groups.

Contact: Cindy O'Shea, (207) 839-5139

Central Aroostook Council on Education

The Central Aroostook Council on Education provides professional development opportunities to educators in central Aroostook County in Maine.

Contact: Rod Doody, (207) 768-9410

Washington County Consortium

This partnership seeks to provide professional development opportunities to educators in Washington County.

Contact: Nancy Malhorn or Soni Biehl, (207) 255-1219

Appendix E

Professional Resources for Early Literacy

A. Preface, Introduction, Conclusion

Adams, M.J. (1990). *Beginning to read: Thinking & learning about print*. Cambridge, MA: MIT Press.

Allington, R.L., & Cunningham, P.M. (1996). *Schools That Work: Where All Children Read and Write*. New York, NY: HarperCollins.

Allington, R.L., & Walmsley, S.A. (Eds.). (1995). *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. New York, NY: Teachers College Press.

Applebee, A.N., & Langer, J.A. (1983). Instructional scaffolding: Reading and writing as natural activities. *Language Arts*, 60(2), 168-175.

Bissex, G.L. (1980). *GNYS AT WRK: A child learns to write and read*. Cambridge, MA: Harvard University Press.

Bossert, S.T. 1985. "Effective Elementary Schools." *Reading for Excellence*. Ed. R.M.J. Kyle. Washington, DC: US Government Printing Office.

Caine, R.N., & Caine, G. (1991). *Making Connections: Teaching and The Human Brain*. Alexandria, VA: Association for Supervision and Curriculum Development.

Cambourne, B., (1988). *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom*. Auckland, NZ: Ashton Scholastic.

Cazden, C.B. (1988). *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth, NH: Heinemann.

Charney, Ruth. (1991). Teaching children to care: Management in the responsive classroom. Northeast Foundation for Children.

Clay, M.M. (1991). *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann.

Cochrane, O., Cochrane, D., Scalena, S., & Buchanan, E. (1984). *Reading, Writing and Caring*. Winnipeg, Manitoba, Canada: Whole Language Consultants (Distributed by R.C. Owen).

Halliday, M.A.K. (1975). *Learning How to Mean: Exploration in the Development of Language*. London, UK: Edward Arnold.

Heath, S.B. (1983). *Ways with Words: Language, Life and Work in Communities and Classrooms*. Cambridge, UK: Cambridge University Press.



- Holdaway, D. (1979). *The Foundations of Literacy*. Portsmouth, NH: Heinemann.
- International Reading Association & National Council of Teachers of English. (1996). *Standards for the English Language Arts*. Newark, DE: International Reading Association & Urbana, IL: National Council of Teachers of English.
- Morrow, L.M. (1997). *Literacy Development in the Early Years: Helping children read and write* (3rd ed.). Boston, MA: Allyn & Bacon.
- Mosenthal, P. & P.D. Pearson (Eds.), *Handbook of Reading Research, volume 2*. White Plains, NY: Longman.
- New Zealand Ministry of Education. *Reading for Life: The Learner as a Reader*. Katonah, NY: Richard C. Owen.
- Piaget, J., & Inhelder, B. (1969). *The Psychology of the Child*. New York, NY: BasicBooks.
- Rosenblatt, L.M. (1978). *The Reader, the Text, and the Poem: The transactional theory of literary work*. Carbondale, IL: Southern University of Illinois Press.
- Routman, R. (1996). *Literacy at the Crossroads: Crucial Talk about Reading, Writing, and Other Teaching Dilemmas*. Portsmouth, NH: Heinemann.
- Smith, F. (1971). *Understanding Reading*. New York, NY: CBS College.
- Snow, C., Burns, M., & Griffin, P., Eds. (1998). *Preventing Reading Difficulties in Young Children*. National Academy Press: Washington, D.C.
- Snow, C. and Adams, M. (1998). *Starting Out Right: A Guide to Promoting Children's Reading Success*. Washington, DC: National Academy Press.
- Taylor, D. (1993). *From the Child's Point of View*. Portsmouth, NH: Heinemann.
- Vygotsky, L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Weaver, C. (1994). *Reading Process and Practice: From Socio-psycholinguistics to Whole Language* (2nd ed.). Portsmouth, NH: Heinemann.
- Wells, C.G. (1986). *The Meaning Makers: Children learning language and using language to learn*. Portsmouth, NH: Heinemann.
- Wood, D. (1988). *How Children Think and Learn: The Social Contexts of Cognitive Development*. Cambridge, MA: Basil Blackwell.
- Zemelman, Daniels, & Hyde (1998). *Best Practice: New Standards for Teaching and Learning in America's Schools*, 2nd Edition. Heinemann: Portsmouth, NH.

1 Professional Learning is Shared, Ongoing, and Supported in a Number of Ways

DeFord, D.E., Lyons, C.A., & Pinnell, G.S. (Eds.). (1991). *Bridges to Literacy: Learning from Reading Recovery*. Portsmouth, NH: Heinemann.

Louis, K.S., Marks, H.M., & Kruse, S. (1996). Teachers' professional community in restructuring schools. *American Educational Research Journal*, 33, 757-798.

Peterson, P.L., McCarthy, S.J., & Elmore, R.F. (1996). Learning from school restructuring. *American Educational Research Journal*, 33, 119-153.

Weaver, C., Gillmeister-Krause, L., & Vento-Zogby, G. (1996). *Creating Support for Effective Literacy Education: Workshop Materials and Handouts*. Portsmouth, NH: Heinemann.

Whitmore, K. & Goodman, Y. (Eds.). (1996). *Whole Language Voices in Teacher Education*. York, ME: Stenhouse Publishers.

2 Student Performance Data are Used to Improve Student Achievement

Beaver, J. (1998). *Developmental Reading Assessment Pkg*. Reading, MA: Celebration Press.

Clay, M. (1972). *Sand*. Portsmouth, NH: Heinemann.

Clay, M. (1979). *Stones*. Portsmouth, NH: Heinemann.

Clay, M. (1993). *An Observation Survey of Early Literacy Achievement*. Portsmouth, NH: Heinemann. (OS)

Goodman, K.S. (1965). *A Linguistic Study of Cues and Miscues in Reading*. *Elementary English*, 42(6), 639-643.

Goodman, Y.M., Watson, D.J., & Burke, C.L. (1987). *Reading Miscue Inventory: Alternative Procedures*. Katonah, NY: R.C. Owen.

Hill, B., Ruptic, C., & Norwick, L. (1998). *Classroom Based Assessment*. Christopher Gordon:Norwood, MA.

Johnston, P. (1997). *Knowing Literacy: Constructive Literacy Assessment*. Heinemann: Portsmouth, NH.

Leslie, Lauren and Caldwell, JoAnne. *Qualitative Reading Inventory – II* Harper Collins College Publishers, New York, NY, 1995.

New Standards Committee. (1999). *Reading and Writing Grade by Grade: Primary Literacy Standards for Kindergarten through Third Grade*. New Standards: University of Pittsburgh.

Rhodes, L.K. (1993). *Literacy Assessment: A Handbook of Instruments*. Portsmouth, NH: Heinemann.

Secor, V. & Lylis, K. *Developmental Guide to Early Literacy* (Virginia Secor works in the Newport school district)



3 School Staff Work Together to Find Solutions to Instructional Issues

Chandler, Kelly & the Mapleton Teacher-Research Group. *Spelling Inquiry: How One Elementary School Caught the Mnemonic Plague* Stenhouse Publishers, York, ME, 1999.

Fullen, M.G., M.B. Miles, and G. Taylor. 1981. *Organization Development in Schools: The State of the Art*. Washington, DC: US Department of Education. OERI, NIE.

House, E.R. 1981. "Three Perspectives on Innovation." in *Improving Schools: Using What We Know*. Ed. Rolfe Lehning and Michael Kane. Beverly Hills, CA: Sage Publications.

Power, B.M. & Hubbard, R.S. (1999). *Living the Questions: A Guide for Teacher-Researchers*. York, ME: Stenhouse.

Senge, P. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York, Currency Doubleday.

4 Effective Leadership is Present, Though it Can Come From People in Different Roles

Patty, D., Maschoff, J., & Ransom, P. (1996). *The Reading Resource Handbook for School Leaders*. Norwood, MA: Christopher Gordon Publishers.

5 Parents and Community are Engaged in Multiple Ways

Allen, J., Michalove, B., & Shockley, B. (1993). *Engaging Children: Community and Chaos in the Lives of Young Literacy Learners*. Portsmouth, NH: Heinemann.

Baker, L., Scher, D., & Mackler, K. (1997). Home & family influences on motivations for reading. *Educational Psychologist*, 32, 69-82.

Cullinan, B. (1992). *Read to Me: Raising Kids Who Love to Read*. New York, NY: Scholastic.

Neuman, S.B. (1996). "Children engaging in storybook reading: The influence of access to print resources, opportunity, & parental interaction." *Early Childhood Research Quarterly*, 11, 495-513.

Taylor, D. (1983). *Family Literacy: Young Children Learning to Read and Write*. Exeter, NH: Heinemann.

Taylor, D., & Dorsey-Gaines, C. (1988). *Growing Up Literate. Learning from Inner-city Families*. Portsmouth, NH: Heinemann.

Taylor, D., & Strickland, D.S. (1986). *Family Storybook Reading*. Portsmouth, NH: Heinemann.

6 Various Resources are Used to Respond to Students Needs

Atwell, N. (1987). *In the Middle: Writing, Reading and Learning with Adolescents*. Upper Montclair, NJ: Boynton/Cook.

Bear, D., Invernizzi, M., Templeton, S., Johnston, F. (1996). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*. Englewood Cliffs, NJ: Merrill, an imprint of Prentice Hall.

Brown, H., & Cambourne, B. (1990). *Read and Retell: A Strategy for the Whole-language Natural Learning Classroom*. Portsmouth, NH: Heinemann.

Chambers, A. (1996). *Tell Me: Children, Reading, and Talk*. York, ME: Stenhouse.

Chambers, A. (1996). *The Reading Environment*. York, ME: Stenhouse.

Cullinan, B.E. (Ed.). (1987). *Children's Literature in the Reading Program*. Newark, DE: International Reading Association.

Cunningham, P.M. (1995). *Phonics They Use: Words for Reading and Writing* (2nd ed.). New York, NY: HarperCollins.

Dorn, L., French, C., Jones, T. (1998). *Apprenticeship in Literacy: Transitions across Reading and Writing*. York, ME: Stenhouse.

Dupree, H. and Iversen, S. (1994). *Early Literacy in the Classroom*. Bothell, WA: The Wright Group.

Edmonds, R.R. 1979. "Some Schools Work and More Can." *Social Policy* 9:32.

Eeds, M., & Wells, D. (1989). "Grand conversations: An exploration of meaning construction in literature study groups." *Research in the Teaching of English*, 23(1), 4-29.

Fountas, I. C. and Pinnell, G. S. (1996). *Guided Reading: Good First Teaching for All Children*. Portsmouth, NH: Heinemann.

Fountas, I. C. and Pinnell, G. S. (1996). *Interactive Writing: How Language & Literacy Come Together, K-2*. Portsmouth, NH: Heinemann.

Fountas, I. C. and Pinnell, G.S. (1998). *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*. Portsmouth, NH: Heinemann.

Harste, J.C., Woodward, V.A., & Burke, C.L. (1984). *Language Stories and Literacy Lessons*. Portsmouth, NH: Heinemann.

Heath, S.B., Mangiola, L., Schechter, S.R., & Hull, G.A. (Eds.). (1991). *Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms*. Washington, DC: National Education Association.

Hiebert, E.H., Colt, J.M., Catto, S.L., & Gury, E.C. (1992). *Reading & Writing of First-grade Students in a Restructured Chapter I program*. *American Educational Research Journal*, 29, 545-572.

International Reading Association. (1997, January). *The Role of Phonics in Reading Instruction* [A position statement of the International Reading Association]. Newark, DE: Author.



- Keene, E. & Zimmerman, S. (1997). *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. Heinemann: Portsmouth, NH.
- Lehr, S. (Ed.). (1995). *Battling dragons: Issues and controversy in children's literature*. (3rd ed.). Boston: Allyn and Bacon.
- Mooney, Margaret. (1990). *Reading To, With, and By Children*. Katonah, NY: Richard C. Owen.
- Morrison, I. (1994). *Getting It Together*. Bothell, WA: The Wright Group.
- Morrison, I. (1994). *Keeping It Together*. Bothell, WA: The Wright Group.
- Moustafa, M. (1997). *Beyond Traditional Phonics: Research Discoveries and Reading Instruction*. Portsmouth, NH: Heinemann.
- O'Donnell, M.P., & Wood, M. (1999) 2nd Edition. *Becoming a Reader: A Developmental Approach to Reading Instruction*. Boston, MA: Allyn & Bacon.
- Palincsar, A.S., & Brown, A.L. (1984). "Reciprocal Teaching of Comprehension-fostering and Comprehension-monitoring Activities." *Cognition and Instruction*, 1, 117-175.
- Paris, S.G., Lipson, M.Y., & Wixon, K.K. (1983). *Becoming a Strategic Reader*. *Contemporary Educational Psychology*, 8(3), 293-316.
- Peterson, R. & Eds, M. (1990). *Grand Conversations: Literature Groups in Action*. New York, NY: Scholastic.
- Plourde, L. & Knowles, P. (1998). *Celebration of Maine Children's Books*. Orono, ME: University of Maine Press.
- Power, B.M. & Hubbard, R.S. (1996). *Language Development: A Reader for Teachers*, Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Raphael, T.E., & McMahon, S.I. (1994). *Book Club: An Alternative Framework for Reading Instruction*. *The Reading Teacher*, 48(2), 102-116.
- Rhodes, L. (1979). J.C. Harste & R.F. Carey (Eds.), *New Perspectives on Comprehension*. Bloomington, IN: Indiana University, School of Education.
- Rhodes, L.K., & Dudley-Marling, C. (1996). *Readers and Writers with a Difference: A holistic Approach to Teaching Struggling Readers and Writers* (2nd ed.). Portsmouth, NH: Heinemann.
- Routman, R. (1991). *Invitations: Changing as Teachers and Learners K-12*. Heinemann: Portsmouth, NH.
- Sulzby, E. (1985). *Children's Emergent Reading of Favorite Storybooks: A Developmental Study*. *Reading Research Quarterly*, 2(4), 458-481.
- Tharp, R.G. & Gallimore. (1998). *Rousing Minds to Life*. United Kingdom: Cambridge University Press.
- Wilde, S. (1992). *You Can Read This! Spelling and Punctuation for Whole Language Classrooms, K-6*. Portsmouth, NH: Heinemann.
- Wilde, S. (1997). *What's a Schwa Sound Anyway? A Holistic Guide to Phonetics, Phonics, and Spelling*. Portsmouth, NH: Heinemann.

Wilhelm, J.D. (1997). *“You Gotta BE the Book”: Teaching Engaged and Reflective Reading with Adolescents*. New York: Teachers College Press.

Children’s Texts Highly Recommended for Guided Reading Instruction

University of Maine (1995, 1996). *Little Books for Early Readers, Set 1, Set 2, Set 3, Set 4*.

Rigby (1996). *PM Starters One & PM Starters Two*.

Rigby (1996). *PM Story Books—Red, Yellow, Blue, & Green Levels* and non-fiction.



Appendix F

Literacy Related Web Sites

www.ed.gov/americareads (America Reads document)

www.nea.org/readingmatters/home/index.html (Tips for raising successful readers)

www.studentnet.edu.au/firststeps (Early literacy materials)

www.ed.gov/pubs/CompactforReading/ (Home/School compact to promote reading growth)

www.ed.gov/pubs/startearly (*Start Early, Finish Strong* report)

www.ed.gov/pubs/parents/hyc.html (*Help Your Child Learn* reports)

www.ed.gov/pubs/ideasatwork/index.html (Ideas for promoting reading)

www.ciera.org (Center for Early Reading Achievement)

<http://knowledgeloom.org> (Source for best practices, research, and theory; includes case studies)

www.sedl.org (literacy assessment database)

www.elm.maine.edu (Electronic Marketplace)

www.reading.org (International Reading Association)

www.mainereading.org (Maine Reading Association)

www.ncte.org (National Council of Teachers of English)

www.ed.gov/free (Free education resources from the U.S. Dept. of Education)

www.nas.edu (Literacy research sponsored by the National Academies)

www.naeyc.org (National Association for Education of Young Children)

www.connectforkids.org (Parent & child related learning resources)

www.ed.gov/pubs/ReadWithMe (Guide for student volunteers starting Early Literacy Programs)

www.etr-associates.org/NSRC/ (On the Road to Reading)

www.rif.org (Reading is Fundamental)

www.scholastic.com (Scholastic Book Company)

<http://sccac.lacoe.edu/priorities/reading.html> (Reading Success Network)

www.jstart.org (Jump Start, engages young people in community service related to literacy)

www.pbs.org/kids/rtl (Public Broadcasting System)

www.patnc.org (Parents as Teachers Network)

www.ait.net (Agency for Instructional Technology)

www.Edpro.com (Literacy related video training programs)

www.Rigby.com (Rigby Book Company)

www.ALA.org (American Library Association)

www.cbcbooks.org (Children's Book Council)

www.geocities.com/athens/3777/ring.html (Children's Literature Ring)

www.home.earthlink.net (children's literacy links)

www.acs.ucalgary (Children's Literature Web Guide)

<http://www.ume.maine.edu/~cofed/research/call/> (Center for Adult Learning & Literacy)

www.lab.brown.edu/voices (*Voices from the Field*, an online periodical for teachers)



Appendix G

Calibrated Text-Reading Benchmarks for Title 1A Students (K-4)

April 2000

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Prepared by the Benchmark Work Group

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Background:

Over the last six months, the Benchmark Work Group has calibrated performance benchmarks for commonly used measures of students' text-reading skills including Basal Readers, Reading Recovery Levels, Reading Inventories, Guided Reading Levels, Developmental Reading Assessment Levels, the Developmental Guide to Early Literacy and the O'Donnell-Wood. Their recommendations for Title 1A student performance on these measures are based upon recommended performance for all primary students.

How to Read the Text-reading Benchmark Chart:

Guides and assessments, such as Reading Inventories (ARI, IRI) and the Developmental Reading Assessment Tool (DRA), are listed across the top of the form. Grade levels are listed from top to bottom. To see the expected text reading levels for a single assessment or measure, find the measure and read the chart from top to bottom. To see a calibration of all assessments/measures at a particular grade level, find the grade level and read the chart from left to right.

Expected mid-year performance (January) is found in the top triangle and expected spring performance is found in the bottom triangle. In instances where there is no benchmark for a measure, the triangle is left blank.

How to Use the Chart:

This chart is not a cookbook. It was developed to provide guidance and technical assistance to teachers, schools and districts. Districts that have established performance benchmarks may wish to review them in light of this document. Other districts may wish to adopt them as the first step of establishing their local assessment system. These are just some of a continuum of measures that districts might select to assess and document students' literacy.

This chart may be used to:

- calibrate performance levels between some commonly used measures throughout the state;
- begin to align early reading results with the *Learning Results*;
- use local results to examine student outcomes at the classroom, school and district level. Think of your results as *meeting the standard* if students reach the level articulated; *partially meeting the standard* if student performance falls below the levels articulated or *exceeds the standard* if students move beyond the articulated performance levels;
- use local assessment results to report student progress as part of the Adequate Yearly Progress measure. Schools and districts that adopt these benchmarks will be able to include local results as part of the Adequate Yearly Progress measure.

For more information, call Susan Wishkoski at 287-5306. You may E-Mail her at susan.wishkoski@state.me.us.

wpdocs/susan/How to Read the Chart.doc

CALIBRATED TEXT-READING BENCHMARKS FOR TITLE 1A STUDENTS

ASSESSMENT INSTRUMENT	BASAL READERS	***READING RECOVERY LEVELS	READING INVENTORIES	GUIDED READING LEVELS (FOUNTAS & PINNELL)	*DRA LEVELS	**DIGEL LEVELS	O'DONNELL-WOOD
GRADE LEVEL							
KINDERGARTEN	READINESS	2-3	N/A	B	1-2	EARLY BEGINNING B3 LATE BEGINNING B4	EMERGENT EMERGENT EARLY INITIAL
GRADE 1	PRIMER 1 ²	10-11 18-20	PRIMER G.2	F J	10-12 16-18	LATE BEGINNING B4 + EARLY TRANSITIONAL B5	MID-LATE INITIAL LATE INITIAL EARLY TRANSITIONAL
GRADE 2	2 ¹ 2 ²		G.3	L N	20-24 24-28	EARLY TRANSITIONAL B5+ LATE TRANSITIONAL B6	EARLY-MID TRANSITIONAL MID-LATE TRANSITIONAL
GRADE 3	3 ¹ 3 ²		G.4	O P	28-30 34-38	LATE TRANSITIONAL B6+ INDEPENDENT B7	LATE TRANSITIONAL LATE TRANSITIONAL BASIC LITERACY
GRADE 4	4 ¹ 4 ²		G.5	Q R			BASIC LITERACY BASIC LITERACY REFINEMENT

March 31, 2000

*Developmental Reading Assessment Tool
 **Developmental Guide to Early Literacy
 ***Based on the average band of a random sample of the top 80% of first graders in Reading Recovery Schools.
 wpdcs/susan/1A BENCHMARK CHART